

How 15 minutes killed off a new invention

by Clive Cookson
science correspondent

The latest report of the Commons Select Committee on Science and Technology tells the "disturbing story of a university-based industrial unit's failure to get commercial and government backing for a promising new machine tool."

The Select Committee chose to investigate in detail the case of a computer-controlled machine for grinding high precision gears, developed at the Cranfield Unit for Precision Engineering (CUPE) part of Cranfield Institute of Technology, as an example of the difficulty of introducing new technology to British industry.

It found that although individual decisions taken by the companies involved, and by the Department of Industry, "all appear quite rational in the light of their different interests and activities and their financial situation, the overall result so far has been to prevent the exploitation of a project whose technical excellence is generally recognized and for which 'it is clear that a not insubstantial market exists'."

The machine in question was designed by CUPE in cooperation with Matrix Machine Tools (a subsidiary of the giant engineering firm Tube Investments). It combines the advantages of extremely high precision—five or 10 times the accuracy of existing processes—with electronic control and a fast production rate.

CUPE and Matrix first tried to interest Westland Helicopters in developing the tool to make gears and pinions for the new Lynx helicopter. After the Department of Industry had refused a request to meet 30 per cent of the development expenses, Matrix and Westland agreed to go ahead as a joint venture. But the venture failed after disagreement over costs and delivery times.

Instead Westland spent £120,000 on a conventional, and by comparison "very, very obsolete", American machine.

The Cranfield unit then enlisted

the support of Matrix and three aerospace companies, Westland, Roll-Royce and Spar Aerospace of Canada, to develop an all-purpose machine to meet the needs of a wide range of high precision gear users.

In January 1976 they agreed that CUPE would build three prototype machines, one each for Westland, Roll-Royce and Spar. Each company would contribute £30,000, but Cranfield was left to find a further £160,000 from the Government.

But when CUPE took the proposal to the Department of Industry's Mechanical Engineering and Machine Tools Requirements Board, it was rejected. The board took no evidence from the four companies involved, and spent only 15 minutes interviewing the unit's director, Professor P. A. McKeown, and his chief engineer, Mr W. J. Willis-Moreau. Professor McKeown's proposal was that the decision had more or less been taken before we got there.

The multi-client agreement collapsed. The project is now suspended; Westland are still interested but they are not prepared to carry the full cost.

"We retain complete faith in both the technical and ultimate commercial success of the project, and it is our hope and intention that it will come to fruition, to which end financial support from the Government will be greatly welcomed", Professor McKeown said.

The Select Committee shares his faith, and has recommended the DoI to reconsider its refusal. Otherwise, it says, CUPE and the three British companies should go ahead on a joint venture basis, with a commitment from Matrix to underwrite future sales production and an aggressive overseas sales campaign.

The report refrains from any harsh criticism. It criticises the Department of Industry in measured terms for its reluctance to provide financial encouragement for high risk innovation, and the "rather shortsighted" attitudes of Westland and Roll-Royce.



Newcastle University Theatre: scene of a sit-in

Actors stage sit-in protest over university theatre's future

by Frances Gibb

About 40 actors were occupying Newcastle University Theatre this week after a council meeting of their union, Equity, failed to produce any proposals for the theatre's short-term use.

"They have been sitting in at the theatre on a rota basis, since the Theatre Trust, which has leased the building from the university, went into liquidation two weeks ago with debts of £48,000. The actors—either former members of the Trust's repertory company which was disbanded in January, or unemployed actors living in the area—wait a written guarantee from the university that the building will continue to be used as a theatre.

The university is as anxious as the actors that the theatre should continue, but the problem is arranging this short-term. In the long term a scheme has been put forward by the Arts Council, Northern Arts and

Tyne and Wear County Council, involving offers from bodies or individuals who could support a new repertory company based on Tyne-side. The University Theatre would be among those used by the repertory company.

But this scheme would not be in operation until next spring at the earliest. Meanwhile, the university has invited Equity to make proposals on how the theatre could be used.

If Equity fails to come up with proposals, the university is prepared to open the theatre for whoever wishes to book it. This might mean a series of exhibitions or exhibitions would be staged there.

By occupying the theatre, the actors hope to prevent the liquidator removing its assets: the seats and equipment. Last Saturday they opened the theatre to the public for a free performance of *Public Kid*, by the Common Stock Company from Shepherd's Bush, which was touring the area.

DoE digs in over rescue archaeology

by Mike Duckenfield

A blank prospect for archaeology in Britain, with state funding in real terms consistently falling, is being consulted by the Department of the Environment.

The four-page document, local authorities, university interests in archaeological excavation units, calls for a "review of the rationalisation of existing, departmental and other units into a permanent county rescue bodies."

The annualisation of Government hopes can be voluntarily by 1980, and is essential to cut back the new digs and contracted department is concerned about imbalance between excavation, follow-up work such as the conservation of finds and publication of reports. At present as much as 90 per cent of excavation funds go on excavation.

However, the main factor in the proposed changes is that the circular makes it clear that five year hours, which are great, increased from £25,000 in 1971 to £2.1m in the year ended in this April, is over.

For the current financial year only an extra £100,000 is made available—and not all has gone to relatively small projects in the north of England and Scotland; two new small-scale rescue units have been set up.

The bulk of the growth of government funding has been in the increasing reliance of authorities to support rescue work by rising university fees and costs. When the exercise was set up in 1967 it was half the cost of rescue, but university has suffered badly in local government spending cuts; some authorities decided not to contribute.

Apart from the creation of a new county unit, the circular calls for the separation of local authorities from project work. Local authorities would be responsible for establishing a basis for identifying archaeological potential, and for development, carried out by archaeological units. In areas threatened by development and acting as a focus for archaeological effort.

For its part, the Government will fund the excavation of threatened sites according to a programme of research, training and area level.

The professional institutions, however, assume responsibility at "area level", the investigators hope said he personally believed the main initiative would



Further Galsworthy gift

by Clive Cookson
Science Correspondent

Birmingham University has been left a collection of documents, manuscripts, paintings, drawings and furniture which belonged to John Galsworthy, the author. The property was in the care of Mr Rudolf Sauter, artist and author, from Stratford, Warwickshire, who was a nephew of Galsworthy. Mr Sauter died in June aged 82 leaving £128,760.

The gift means that Birmingham has now almost a complete collection of Galsworthy memorabilia. It was left a collection of some 1,700 items when Mrs Ada Galsworthy died in 1962, leaving instructions for the collection to be deposited where scholars could consult them.

It includes every important manuscript, with the notable exception of *The Forsyte Saga* which Galsworthy himself gave to the British Museum before he died in 1933; his birth certificate, locks of hair, jubilee pouch and correspondence to well-known people of the time.

The new collection contains letters between the author and his wife including the early love letters; her diary notes and some music she composed; family photographs; a Latin translation of the *Libretto* of Carmen.

Empty places surprise in arts courses

by Frances Gibb

Universities are reporting vacancies for the first time in English, traditionally one of the most popular subjects, following publication of the summer A level results in comparative literature.

Hull and Keele each have a few, although after unplaced candidates have been through the central clearing system, they expect to be full. Although English is full the University of East Anglia has places in comparative literature.

Other arts subjects which have not proved so popular this year are languages, music and history, while in the social sciences there are vacancies in sociology, economics, philosophy and psychology.

Most vacancies are still to be found in physics, chemistry and mathematics, however, while most popular are professional courses such as medicine, law, dentistry and accountancy, which all universities report full.

It appears difficult to say whether the vacancies arise from waning interest, poorer sixth form performance or mistaken estimates by the universities in making their offers.

A varying picture has emerged on the performance of candidates, with some universities saying more students have achieved the required grades this year and others saying lower grades overall, grades are reported to be either very good, or very bad.

Places in physics or chemistry can still be found at Sussex, Hull, East Anglia, Warwick, Keele, Sheffield, Brunel and Bath. Environmental studies has proved popular, it is full at East Anglia, but biological sciences has had a mixed reception with vacancies at Sussex, Reading, Brunel, but Bath has none.

Advantages, similarly, has been in demand, with places at Sussex, Brunel, Sheffield and Reading, but full at Bath and Warwick. A few vacancies can still be found in most engineering and technology departments.

The social sciences, which in some subjects seem to have been waning in popularity in the last couple of years, are showing vacancies at most universities, including Warwick (philosophy and sociology, although this is falling better than last year); Keele (psychology and philosophy); Reading (sociology and philosophy); and Bath (economics and sociology).

Small pockets of vacancies in arts subjects can be found almost everywhere. At Hull, in history, Spanish, Russian and Scandinavian studies; at Sussex in Russian, roll-music studies and classics; at Warwick, French, German and Italian; at Keele in German, music and international relations; at Reading in music, French, German and Italian; at Brunel in French, German and Italian; and at East Anglia in European studies, music, linguistics and English history.

On the standard of this year's entry, Sussex reports some very bad results in engineering and biological sciences, where very few candidates met the required grades. Hull says it is relying on the clearing system more than last year, as in some subjects, including law, candidates failed to meet requirements.

Personal also five grades appear to be waning and in some subjects the university has taken pupils who have dropped a couple of grades from what was expected.

Warwick also reports a tender mixture (philosophy claimed 1,200 of its target of 1,400 students before clearing began). Last year it had just over 1,000 of its 1,340 at this stage. It had a high demand for mathematics, with very well-qualified candidates being turned away.

Radical proposals follow BA engineering investigation

by Clive Cookson
Science Correspondent

A call to drop A-level physics as a prerequisite for entry to engineering education, engineers and managers is identified as another crucial problem. A government inquiry should work out the best way of coordinating education and training, including in-carer training, the report says.

"A solution to the problem is urgent, and in the meantime the educational institutions should take greater responsibility for the total assessment of the integrated education and training of the professional engineer."

Universities and polytechnics should work out practical training programme for each student, in conjunction with the employing company, and monitor his or her performance. The report implies, though it does not explicitly recommend, that an engineering degree should be awarded at the end of a course including academic "engineering science" and practical industrial training, and perhaps leading to a professional qualification like a medical degree consisting of basic medical sciences and clinical training.

The professional engineering institutes would monitor specific university and polytechnic courses, rather than the progress of individual candidates for membership.

The inquiry found no major obstacles to prevent able engineers making good careers in industry, but the bottom 25 per cent do badly, particularly in the private sector, and they pull down the statistics as a whole. The report calls on companies to examine the jobs done by all professional engineers over 30 years old earning less than £5,000 per annum, with a view to possible retraining.

In addition to the main report, the BA has published a volume of supporting papers, giving background facts, figures and conclusions.

The education paper highlights the "well-known but little-publicized fact that the universities can be ranked by quality of students". The publication of results of students admitted to Cambridge last year had 15 A-level points (on the scale giving one point to an B grade up to five for an A) and 81 per cent had 4 or better; the picture at Oxford was similar.

Bristol, Durham and Imperial College enjoy average quality of 12 points and above. Loughborough stands out among the technological universities with an average of over 10 points—well above many civic universities. The average for technological universities is 7.2 points.

The presence of a ranking order raises an issue of fundamental importance to higher education and is not limited to engineering education. "Unlike France and America, where there is a definite hierarchy of universities, the British universities create a public image of uniformity of standards."

Some of universities claim to stretch and challenge their students to the full, it is evident that the universities with very bright students will, in the same length of time, cover more subject matter than those which have less able students. "This does not happen in practice, then the universities are failing their students."

In practice, of course, the universities do attain different standards, should therefore be abandoned because it may well mislead young people who are contemplating study at university."

Education, Engineers and Manufacturing Industry is available from Aston University, Gosta Green, Birmingham B4 7ET. Price £2.50. Leader, page 10

Women lead in social work

Social work will remain a profession dominated by women at least for the next generation according to figures collected by the Central Council for Education and Training in Social Work.

The council's statistics show that of all students on the main qualification course—the Certificate of Qualification in Social Work—last year nearly two-thirds were women. On courses for the newly introduced Certificate of Social Services there were two women for every one man.

The number of places on social work training courses has grown considerably in recent years. Last year 3,172 students were awarded the Certificate of Qualification in Social Work, compared with 2,183 in 1972—an increase of 45 per cent. The number of places available rose from 2,000 in 1971 to 2,900 in 1976.

"Social work training has been made for a variety of sources. Of the 3,527 students on Certificate of Qualification courses surveyed in 1976, nearly half were seconded by their employers, mainly local authority social services departments. One-third received some OFATE sponsorship, and one-fifth central government grants such as those from the Department of Health and Social Security or the Scottish Education Department."

Wastage rates on the main social work qualification courses are comparatively low. Last year 3.4 per cent of students on Certificate of Qualification courses failed or withdrew.

Central Council for Education and Training in Social Work, Abstracts of Data 1976. Price 30p. From Derbyshire House, St Chad's Street, London WC1H 8AD.

Staff level at LSE falls

The level of full-time academic staff at the London School of Economics has dropped to below the level for 1971, according to statistics published by the college this week.

Last year there were 296 full-time academic staff, compared with 298 in 1971. In 1973 there was a total of 303 academic staff. Of the 296 staff last year (1971 totals in brackets), 59 (57) were professors, 35 (36) were readers, 34 (35) were senior lecturers, and 163 (170) were lecturers.

In the same period, full-time student numbers rose from 3,003 to 3,105. Part-time numbers, however, fell from 417 to 353.

On the performance of students in first degree examinations, the college says that in 1976 85.4 per cent passed, compared with 84.8 per cent in 1975, 84.4 per cent in 1974, and 82.7 per cent in 1973.

More than 500 students graduated from LSE last year. Of the 70 per cent who qualified the college of their own accord, the largest single group (85) were on 3 higher degrees. The second largest group (50) went into accountancy, and the third (45) into legal work or law centre.

London School of Economics and Political Science, Digest of Statistics relating to students, staff, finance, Number 12, May 1977.

Academic book prices soar to average of nearly £9

The price of academic books published in Britain has risen by 96 per cent over the past 23 years, according to the latest figures by the Library Management Research Unit at Loughborough University.

The average price for the first half of this year was £8.99, compared with £4.59 in 1974. Since 1975 the proportion of academic books costing less than £5 has shrunk from 58 per cent to 38 per cent.

The most expensive subject area is still science; in particular,

chemistry (£19.31), physics (£15.48), general biology (£14.52), general and molecular (£14.52), geological science (£14.10), astronomy (£13.72), and zoology (£12.40).

Academic book prices appear to be rising faster than prices generally. The general index of retail prices rose by 72 per cent between January 1974 and January 1977.

Average Prices of British Academic Books, LMRU Report No 10, from J. L. Schofield, director, LMRU, Loughborough University, Leicestershire LE11 3TU.

Subject	Average price	% increase over 1974
Generalities	£9.76	74
Mathematics	22.36	76
Social sciences	£7.35	55
Law	£7.58	70
Technology	£14.19	99
Arts	£11.49	122
Literature	£9.05	111
Geography, history	£5.56	50
	£7.28	89

OU course fee up to £52

The Open University is to increase its tuition fees to £52 for a full-time course from next January, in line with a ruling from the Department of Education and Science.

The department has told the university that its recurrent grant for next year will be estimated on the basis of the new fee level being charged. The current fee for a full-time credit course is £45.

An Open University spokesman said this week: "The new summer school fee has not been decided, but we hope to hold the increase down." The summer school fee this year was £49.

The DfES had agreed to add £30,000 to the university's financial assistance fund for students in need. At the beginning of next year this fund is expected to total £100,000.

NATFHE warning on job vacancies

Members of the National Association of Teachers in Further and Higher Education are being advised to consult head office before applying for two jobs which have been advertised in Manchester.

The association placed an advertisement in a national newspaper this week warning members that there was a dispute over two temporary full-time adult literacy lecturers based at the Abraham Moss adult education centre.

Mr Stan Broadbridge, NATFHE general secretary, said two members suspended for allegedly not complying with a timetable.

They were to face a disciplinary hearing in September.

THE TIMES NEWSPAPERS PRINTED AND PUBLISHED BY THE NATIONAL ASSOCIATION OF TEACHERS IN FURTHER AND HIGHER EDUCATION, 10, BEDFORD SQUARE, LONDON, W.C.1A 1EF.

Cash limits cost £12m—AUT

by David Walker

The use of cash limits by the Government has cost the universities an estimated £12m during the past year according to the Association of University Teachers.

The AUT has calculated that the under-pending within the higher education budget together with the total increase in students in universities means that £12m was "saved" in 1976-77. In its White Paper published earlier this month the Government admitted that the system of cash limits had resulted in under-spending of nearly £1,000,000.

Mr Laurie Sapper, general secretary of the AUT, said this week the universities should be rewarded for these savings in the same way as

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Change with the times church colleges urged

by Judith Judd

The distinctive lifestyle of the Anglican colleges of education must be adapted to new circumstances, according to Mr John Wyatt, director of the West Sussex Institute of Higher Education.

Writing in the latest edition of the *Oxford Review of Education*, Mr Wyatt defines the "collegiality" which he believes was a hallmark of church colleges in the 1960s and early 1970s.

It is, he says, an expression of the value systems of a university or college. In the church colleges the idea of collegiality was expressed in small size, relations between students and staff, the Christian foundations of the institutions, the attempt to relate the learning process to the community.

Mr Wyatt believes that "the successful survival of collegiality in new circumstances will depend on the ability of those working in the church colleges to change from an older concept to a newer."

"The older sees the college as an all-inclusive form for shaping character. It assumes a consensus of opinion on desired ends and it rests on unchanging values and assumptions. Its intellectual roots, it has been suggested, are in the Romantic Revolution.

"A new conception will have to assume that many of the claims made for the formal influence of the community are not proved, that

there are few accepted assumptions about the staff and students of the future and consequently that any shared values have to be worked towards and established in each generation."

The distinction is between those who see a college as a closed society and those who see it as an open one, he says. Polytechnics and universities will face similar pressures in this area, but the problem for the church colleges is especially acute because of the assumptions on which they were founded. However, there is every reason to believe that the outcome will be novel and forward-looking.

The article says that the new definition of collegiality is already emerging. It points to a new habit that size can be varied, illustrated by a number of amalgamations. "What seems to be permanent is a commitment to the concept of residence within the larger college."

Church colleges are acquiring broader aims, particularly in connection with professional related teaching, and a new type of authority is being established in them.

One area that has so far had little attention is the need for adjustment to the organization of learning, the size of groups and methods of teaching.

The *Oxford Review of Education*, Curfax Publishing Company, Hadden House, Dorchester-on-Thames, Oxford, O3.



The quick and the dead drunk—two photographs of residents of Majesty Pen, Western Kingston, Jamaica, some of 300 by Rosemary which will form an exhibition at Southampton University's photographic gallery next month. Majesty Pen is an area of reclaimed land where the Jamaican government in 1950 built temporary housing for homeless families. It now suffers a high level of unemployment, poverty, illiteracy, disease and crime.

Planners move out of the field

by Sue Reid

Nearly a quarter of the first-year students and diploma holders at jobs after graduating from planning schools in 1976 entered employment in other fields, a survey conducted by Oxford's technic has revealed. But it shows that 48 per cent found work in local planning and a further 10 per cent entered planning at the "strategic" level, including search and policy-making.

The survey reports that 1976 was a difficult year for students hoping to enter the planning job market. Local government posts were "frozen" due to the public spending cuts and also restricted opportunities in an area of consultancy. By contrast, postgraduate students who were successful in gaining interviews for receiving job offers.

More than a third of graduates who had completed their courses found planning at the "strategic" level, a similar proportion found work at local level. Ten per cent entered lecturing, research, community work posts and 12 per cent found work outside planning. An overwhelming majority of students who completed postgraduate courses were employed by local planning authorities. Eighty-three per cent had in this category compared with 67 per cent at the strategic level.

The survey, sponsored by the Social Science Research Council, shows that the proportion of first-year students on undergraduate planning courses is low. In 1976, only 1,000 students were enrolled in postgraduate programmes in the UK were from overseas, including 10 per cent from the Commonwealth.

More than 40 per cent of undergraduates leaving planning schools in 1976 had work offers before starting their courses. This had at least one year's experience. Only 25 per cent of undergraduates and postgraduate courses were women.

By the time the survey was completed, which returned 1,000 names, which were distributed in support of the call for an emergency meeting at this stage. The initiative for the meeting came from Glasgow University AUT, which last week circulated associations and succeeded in obtaining the required 25 signatures of support.

It is the first emergency meeting to be held since November 1975, when lecturers' pay anomaly first arose. They had to decide whether to accept the £32 cost-of-living increase although they were not receiving their arbitration award.

Mr Laurie Sapper, general secretary of the AUT, said this week: "Obviously feelings are running extremely high. We have now reached a point where the rectification of our anomaly is a matter of urgency for the Government that is enough."

The association was not prepared to wait any longer and the Government had to make a move if it was to carry out its promise of more stability at the end of Phase Two. "One local secretary has said that it was probably the last chance to

County councils lambast reorganization proposals

by Frances Gilb

A strong attack was made this week on the Labour Party's proposals for local government reform by the Association of County Councils, which represents the 47 non-metropolitan counties in England and Wales.

Mrs Elizabeth Coker, chairman of the ACC, said: "Earlier this year the ACC consulted all 39 non-metropolitan counties in England and there was unanimous agreement to oppose any further restructuring or the setting up of any regional or executive government."

The proposals, published last week as a consultative document, call for the abolition of the present system of local government in favour of 200 multi-purpose district authorities, responsible for education, social services, housing and other personal services.

Mr Coker said it was ridiculous to contemplate a further reorganization of local government only three years after the last "vast upheaval".

Mr Garvan Walker, chairman of the ACC's policy committee, said the proposals seemed to be aimed at ensuring a power base for Labour. The document did not discuss the cost of implementing the proposals, he added. That would probably run into hundreds of millions of pounds.

The document contains four proposals for the running of universities, most of which have been heavily criticized by the Committee of Vice-Chancellors and Principals and the Association of University Teachers.

They are that universities should remain under the control of the University Grants Committee; be administered by the regional authorities; be administered by the districts like public sector higher education; or joint funding by the districts and the UGC.

Universities are the only sector administered as part of the comprehensive service of local author-

ities, the document says. "It is Labour's intention that they too should play their full part in the totality of educational provision."

Launching the document, Mrs Joan Maynard, MP, chairman of Labour's regional and local government subcommittee, said the proposals aimed at making universities more accountable to the needs of the local community.

The document also suggests ways in which colleges and polytechnics could be administered separately from schools, and by regions instead of districts, because of their size and executive government.

One possibility was to divide the administration of schools and further education, but this would separate the administration of 16-19 year olds in sixth forms from those in further education in direct contradiction to a previous policy document, *Labour's Programme 1976*.

Another was to divide non-advanced advanced further education. But, the document says, this would separate the administration of most colleges down the middle, making them simultaneously responsible to two authorities.

It concludes: "Fortunately, the education service already has experience in dealing with the problems of the administration and funding of institutions which serve more than one authority through joint education committees, reorganizing schemes and joint funding. These remain more promising solutions than the artificial division of the service to fit new administrative bodies."

The document will go to the Labour Party conference in autumn. After extensive consultation, the national executive committee will prepare a final draft which will be adopted at the party conference.

Regional Authorities and Local Government Reform, a consultation document for the Labour movement from: The Labour Party, Transport House, Smith Square, London SW1P 3JA, 20p.

NUS urges integrated housing

by Sue Reid

Student accommodation should be provided by local authorities as part of an integrated policy for housing all young single people, the National Union of Students said this week in a memorandum to the Government.

The memorandum, in response to the Government's consultation paper *Review of the Rent Acts*, maintains that Britain's students remain unprotected by legislation that gives other members of the community security of tenure and protection from rent increases.

It adds: "The NUS believes that the present situation where student housing should form part of a national housing policy in which accommodation for students should be integrated with the broader provision of housing for young people."

"We are extremely unhappy with the present situation where student accommodation in higher education comes under the aegis of the Department of Education and Science, local education authorities and the University Grants Committee, as we do not believe it should be viewed as an educational concern."

While not advocating full security of tenure in existing halls of residence, the memorandum states: "We believe that the Government should regard students as part of the young people who are living independently in transition between the parental home and entry in to the public sector or owner occupation."

All housing schemes where educational finance was used in conjunction with other funding, for instance housing subsidies, should be open to students and all young people with the appropriate level of tenancy security.

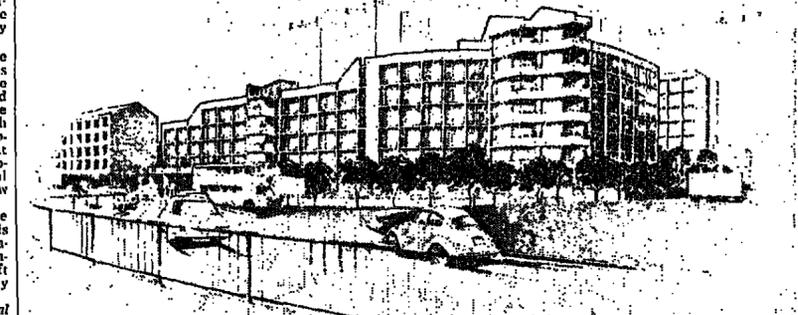
Mr Peter Ashby, deputy president of the NUS, said this week: "Students have been isolated for too long. They are part of the community and should be involved in housing aspirations and experimental projects for young people."

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A £1.6m development of flats and bed-sitters designed exclusively for single people, including students, is to be built in Bradford. The complex, shown in this artist's impression, is expected to ease a student accommodation crisis in the city. It is to be developed by Bradford and Northern Housing Association, financed by Bradford Metropolitan Council and will be completed in 1979.

News in brief

Student theatre company set up

A National Student Theatre Company sponsored by *The Sunday Times*, has been set up on the initiative of Mr Clive Wolfe, director of the National Student Drama Festival. The company has 34 members, six of whom are students or still studying, who are staging their first production at the Edinburgh Festival.

The company is putting on three plays, two by young writers. *The Death of Private Kosulski*, by Ken Ross, a graduate from Edinburgh University; *Glasshouse*, by Louise Page, a graduate from Sheffield University; and *The Eppingham Camp*, by Joe Orton.

Wye catalogue complete

Cataloguing of Wye College's collection of historical books has been completed. The 1,000 volumes, published between 1543 and 1918, are an important source for workers in the history of agriculture and horticulture. The catalogue can be obtained from the Librarian, Wye College, Ashford, Kent TN25 5AH, for £1.50.

Sussex seeks photographer

Sussex University is to appoint a photographer in residence for the forthcoming Autumn term. The Arts Council is providing a £600 grant towards living costs. The photographer will not be expected to teach and will be able to exhibit work at the university's Gardner Centre Gallery.

Limited computer scheme

The Council for Educational Technology is to receive an additional £50,000 to set up an advanced service for computer assisted learning when the National Development Programme for Computer Assisted Learning ends in December. The limited service will cover general information, the organization of seminars and conferences on CAL and programme exchange activities. Mr Roger Miles, the present assistant director of NDCAL, is expected to run it.

Public on the campus

Strirling University is setting up an association for members of the public who want to use its educational facilities. Members will first be offered a series of 10 weekly lectures on a range of topics including archaeology, law, literature, medicine, ornithology and religion. Later it is hoped to organize visits to places of interest and to offer full use of the library.

If you want to get a job study at Bath

Student theatre company set up

A higher proportion of graduates from Bath University found jobs last year than those at other universities, according to the 1976 annual report of Bath's careers advisory service. Out of 695 graduates, only 28 (4 per cent) were still unemployed in December compared with a national average of 5.75 per cent.

Some 200 entered the manufacturing industry compared with 72 the previous year, and 51 went into commerce against 28 the previous year.

At Strirling University, however, the proportion believed to be unemployed was 7.3 per cent, compared with the national average of 5.5 per cent, an increase of nearly 4 per cent in 1975.

The report of the careers and appointments service for 1976-77 says against this Strirling has a far lower proportion of graduates whose destination is not known: 3.2 per cent compared with a national average of 9.4 per cent.

It adds that Strirling has a high percentage of arts and social sciences graduates, who traditionally have more difficulty finding jobs than science and engineering students.

The proportion of graduates going on to teacher training courses fell from 22.4 per cent in 1975 to 12.6 per cent in 1976. There was little change in the percentage going on to other postgraduate study, a slight increase from 4.2 per cent to 7.3 per cent in the proportion gaining temporary jobs, and no change in the proportion gaining permanent jobs, 46 per cent.

Local authorities feel slighted

Local authorities and further education teachers fear that the latest proposals of the Manpower Services Commission on fighting youth unemployment give them an inadequate role.

In a discussion document published last week the MSC proposed a network of regional boards to run a range of job creation and work experience schemes. However, the local authorities and the National Association of Teachers in Further and Higher Education are dissatisfied with the board's composition.

The MSC proposes the boards have, among others, two employers and two trade unionists but only one local authority representative and one representative of the education service.

OU communications course is too demanding, tutors claim

by Patricia Santinelli

Students on the Open University's mass communications course cannot cope with the workload, according to confidential tutors' reports submitted to the university after the first batch of students had completed the initial four units of the programme.

Tutors have criticized the three-year level course because they say it demands too much reading, is far too lengthy and complex and has too heavy a theoretical leaning.

"The students are given too much to read for a half credit course," one wrote. "It should be made either a full credit or the load reduced drastically. This applied to the tutor as well who has to read an inordinate amount for penans."

Another tutor deplored the political/academic battle being waged across pages of the material. He felt that the half credit course was far too wide-ranging, taking in everything from Marxist and neo-Marxist theory to reggae and the coverage of American politics.

"The students are confused and so, frankly, am I," he wrote.

One tutor said that the course was massively overwritten in length

and complexity and would disallow any students without a substantial social science background. As a tutor, I could not recommend the course to an average OU student attracted by the subject and that is a great disappointment," he said.

The strongest criticisms were aimed at units three and four which cover half of the course. He recommended the course to be written in a more concise, less unnecessarily complicated, badly written and their contents based on spurious evidence.

Although tutors felt that both the television and radio programmes were generally excellent, little attempt had been made to relate them to course work. Integrating the broadcast notes into the units, it was thought, might go some way to establishing some relevance between them.

Another University spokesman said this week: "There has been feedback from tutors and students about the complexity and workload of this course. It has now been decided to advise students on ways of structuring their reading and cutting it back."

In future students would be advised to have completed a sociologically based course before joining.

SSRC reveals all on survey model

The Department of Education and Science released details this week of the new computer model used to process the results of a survey of secondary school teachers.

The model can mean that the survey of secondary school teachers is mounting in the autumn. It is mounting in the autumn. It is mounting in the autumn.

Using the model the survey will provide information on the class teachers actually employed in the classroom in schools. It will also provide information on the class teacher ratio and make an allowance for administrative time and other demands on teachers' time.

The survey, announced by Mr Williams, Secretary of the Council of Local Education Authorities, is intended to improve the system of planning of teacher supply, especially for shortage subjects, and was originally noted by the Advisory Committee on the Supply and Training of Teachers.

Quinton for Trinity

Mr Anthony Quinton, fellow tutor in philosophy at New College, Oxford, has been appointed as president of Trinity College, Oxford. He will succeed Dr A. G. O. He is retiring next August.

AUT holds emergency meeting to discuss action on pay

The Association of University Teachers is to hold an emergency meeting to discuss possible action in support of its pay claim.

The initiative for the meeting came from Glasgow University AUT, which last week circulated associations and succeeded in obtaining the required 25 signatures of support.

It is the first emergency meeting to be held since November 1975, when lecturers' pay anomaly first arose. They had to decide whether to accept the £32 cost-of-living increase although they were not receiving their arbitration award.

Mr Laurie Sapper, general secretary of the AUT, said this week: "Obviously feelings are running extremely high. We have now reached a point where the rectification of our anomaly is a matter of urgency for the Government that is enough."

The association was not prepared to wait any longer and the Government had to make a move if it was to carry out its promise of more stability at the end of Phase Two. "One local secretary has said that it was probably the last chance to

rectify the anomaly. All members were in favour of pressing the executive to action even if they had not fully supported the call for an emergency meeting at this stage.

Liverpool AUT had said that pressure should be put on the executive to ensure a response from the Government by the September meeting. If there was no response, the executive should issue instructions for action.

A member of the AUT executive said that even if the association obtained a settlement for the anomaly, it would still need a 50 per cent increase for cost-of-living. Measures like this, he said, discussed at the emergency meeting are a refusal to teach new students; take part in admission procedures; withdraw from key government committees; mass applications for civil service jobs; and a refusal to operate university computers used for government projects.

A warning that the university teachers' confrontation with the government would be "protracted and messy" came this week from the Glasgow Association of University Teachers.

Well-qualified students at OU

Nearly 40 per cent of the students taking the Open University's science foundation course this year already have a degree or equivalent qualification, a confidential memorandum circulating in the university has shown.

Of the 4,287 students due to take their examinations this autumn only 37 per cent have less than one advanced level General Certificate or Education Pass and a further 27 per cent have a level or similar qualifications.

Students taking the university's higher level science courses are even better qualified. More than half the 2,000 students on third level programmes have degree level qualifications and a quarter have attained A levels. Only 22 per cent have lower level or no qualifications.

Similarly, the second level courses have this year attracted well qualified students. Nearly 50 per cent of the 6,000 studying science at this level have degree or equivalent and only 30 per cent failed to reach A level standard before joining the course.

Eleven per cent of the science foundation course students are housewives, 4 per cent are retired and a further 40 per cent either tradesmen or technicians. Nearly a quarter are in professional jobs and 16 per cent have qualified as teachers.

Women make up nearly 30 per cent of the students on the foundation programme and a slightly higher proportion of those on the higher level courses. In the case of the second level courses 35 per cent are women and at the third level 33 per cent.

APT calls for commission on overseas student conditions

by Sarah Segrove

A call for the Department of Education and Science to set up a commission to monitor the effects on overseas students of increased fees and the phasing out of the Overseas Students Advisory Board and the fees award scheme has been made by the Association of Polytechnic Teachers.

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It fears that unless Mrs Williams, the Secretary of State for Education and Science, gives clearer guidelines to the I.E.A.s about the kind of aid that is available to overseas students the polytechnics will suffer.

In a statement to Mrs Williams, Mr Sukhu B. Ramotar, the APT chairman, said that although the bulk of overseas students were in the higher education sector, the polytechnics would be compared with the universities in the further education sector.

Since the polytechnics had none of the universities' advantages of controlling their own funds for the

maximum benefit of overseas students such a comparison could be particularly onerous.

The APT believe that the Association of Metropolitan Authorities and the Association of County Councils would welcome guidance from the DES which could lead to greater uniformity and avoid problems in the future.

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This is because the ILEA have set aside up to £200,000 to be divided between their maintained and aided colleges. The funds are to be used at the discretion of the governing bodies of the colleges and overseas students already on full-time, sandwich and advanced courses. Unless there are exceptional circumstances the students will be expected to pay 25 per cent of the increase.

'Spread communication study'

Training and education in communications are needed before participation in local broadcasting can be an effective. The Community Communications Group (CCOM) has pointed out in its reply to the recommendations made by the Aunon Committee on the Future of Broadcasting.

"We recommend a concerted effort to provide much more widely available university extramural courses and college of further education and polytechnic courses," it says. "We would like to see more radio services, other local broadcasting services and cable services."

The aim of the short courses would be to train people in communications techniques that can be put into practical use immediately. Longer courses would aim at training staff to become technically competent communicators, to act as "facilitators" and "enablers". This, however, would not remove the significance of on-the-job training.

CCOM particularly supports the recommendation for a local broadcasting authority which would have responsibility for all local radio services, other local broadcasting services and cable services.

Hewett travelling awards offered for first time

Two £100 travelling scholarships are to be offered by the Stanley Hewett Memorial Fund in the coming academic year. The scholars will be selected from students and young teachers wishing to travel abroad to compare the systems of education in other countries with those in England and Wales.

The fund was set up following the death of Mr Stanley Hewett, general secretary of the Association of Teachers in Colleges and Departments of Higher Education, in 1975. Mr Hewett served the association for five years.

Applicants should write to Mr K. A. Baird, 22 Bourne Road, Colsterworth, Grantham, Lincolnshire, enclosing a stamped addressed envelope. They will be asked to state their proposed place of travel and the educational objects of the journey when returning their formal application form.

Social work short courses listed

A range of short courses for social workers and those involved in social services administration are described in a new booklet for the Central Council for Education and Training in Social Work. Short Courses for People in Social Work 1977-78, from: CCETS, Derbyshire House, St Chad's Street, London WC1H 8AE.

CNA degree guide

The Council for National Academic Awards has published the *Directory of First Degree Courses and the Directory of Post-Graduate Courses for 1977-78*. Both give preliminary information on courses due to be offered by institutions in the public sector. It is available from the CNA, 344-354 Gray's Inn Road, London, WC1.

Britain's wise owl of international affairs

David Walker looks at Chatham House on the eve of its director's departure

The Royal Institute of International Affairs is not just a sounding board for Britain's declining place in the world. It may be situated in period splendour at Chatham House in St James's Square, SW1, but its reputation still burns brightly abroad, especially in North America, judged by the foreign sales of its journal *International Affairs* the quality of its analysis of the international scene is still highly rated.

Physically, Chatham House is a well-endowed library and a suite of rooms in an old building of insufficient architectural merit to have stopped a previous director planning to knock it down and rebuild. The institute is housed in a richly furnished, dignified, journalistic and academic circles at home and abroad. It publishes books and pamphlets as well as two major journals of foreign affairs. It serves as a privileged meeting place for the members of the Reform Club and a lecture hall in Clare Market. Chatham House is an ethos, a simulacrum of the British way of diplomacy.

Since its foundation in the 1920s it has always rolled heavily for intellectual weight on its director. The present incumbent is Mr Andrew Shonfield, the writer and administrator, but now he and Mr Ian Smart, the able director of studies, are moving on. Mr Shonfield in post since 1971 leaves for the European University Institute in Florence at the end of the year.

He leaves the institute's perennial deficit much reduced after a batch of projects coming to fruition but there is speculation about the future. Talk of a British version of the Brookings Institution in Washington DC is in the air. The Social Science Research Council has heavily funded a policy studies initiative that happens to be the independent policy bodies such as Chatham House.

George Aiken once said: "I am not very keen on doves or hawks. I think we need more owls." In a basic sense, this is what Chatham House was founded for: to provide wise words in seminars, commentaries and volumes of retrospective analysis about international relations. Its main function is to provide a forum for the critical assessment of things that become axioms of foreign policy.

This takes a number of forms. One is the accumulation of new knowledge usually by commissioning research or Chatham House's famous series of study groups, about, say, the role of energy in Soviet foreign policy, the future of sterling as a world currency or whether Britain should retain an independent nuclear deterrent.

Another form is a kind of dialogue between policy makers and those outside the government service. It purports to act as the neutral ground on which politicians and officials can meet the academics in world in conditions of strict confidence. The "world" in this sense is made up of the academics, journalists and businessmen who are members and friends of Chatham House.

They are a select bunch. This aspect of Chatham House's work, especially in relation to the Foreign Office, has always been controversial—most recently *The Guardian* attacked it for participating in close foreign policy-making. Through its full-time research staff and the academic in council, Chatham House is responsible for an impressive array of policy studies. The standards, according to Mr Shonfield, are those of the academy, but unlike a university it has "a capacity for tactical responses" to contemporary changes in political direction.

In contrast with, say, the National Institute for Economic and Social Research, with which it can be fruitfully compared in many respects, Chatham House feels no responsibility to provide a career for a cadre of specialists in international relations researchers. They come and go, mainly to and from academe, at all ages and Mr Shonfield has had interactions with people who are letting the grass grow under their feet.

Recent examples of tangible output would include the well-received study by Dr William Wallace *The Foreign Policy Process in Britain*, now in paperback. In conjunction with the independent research agency Political and Economic Planning, it has produced an extensive series on various aspects of Common Market policy, especially social policy, industrial relations and economics. Under Lord Harlech, a former Tory foreign minister, it is conducting a major survey of the options open to British government in foreign policy in the 1980s.

Mr Shonfield emphasizes there is no Chatham House view. "It is a judgement not on the institute can have a view that it propagates as an alternative—acting like a kind of shadow government. Instead it is when the official view is adopted and an awful lot of analysis of options is needed."

The diffusion of printed analyses is not enough. The forum adopted over the years is to arrange a series of private meetings to which secretaries of state and senior officials from the Foreign Office, the Ministry of Defence or the Treasury can come.

Beyond the formal luncheons involving a range of the great and the good who subscribe to Chatham House there are private meetings unnumbered by his senior officials can trade ideas with a small group of Mr Shonfield's guests.

In addition to the local fund, the 1977 annual meeting is the first in 146 years to benefit from large-scale sponsorship of specific projects. They include the Loyds Bank Science Forums: six 30-minute teaching programmes, consisting of a recorded discussion by a panel of experts, followed by questions from a sixth-form audience. The topics covered are communication, energy, engineering, growing old and chemistry and biology.

The annual meeting is always the year's largest scientific gathering in Britain and this year's support from Aston and industry has produced a rich programme, even by BA standards. There is not only a record number of lecturers—over 400—but a feast of culture, entertainment and scientific visits.

In the mornings there are usually 17 lectures to choose from at any one time. After lunch lecturing continues, but those who wish to get away from Birmingham are offered scientific interest in the region, and a bookshop to the National Centre of Tribology, from Worcester police museum to the West Midlands gas research station. At night the serious minded will be able to take part in a series of public discussions, including two sessions on the BA inquiry into engineering, which was published today. The rest can choose from an evening of Black Country humour, discotheques, concerts and similar diversions.



Andrew Shonfield—moving on

Such meetings, in Mr Shonfield's phrase, allow politicians and officials to meet privately with those surrounding within Whitehall. Insiders hint that such conversations had an important role in Anglo-Soviet relations in the early 1970s. Did Foreign Office opinion on détente and the possibilities of the Helsinki exercise change because of them?

This is not an "open" policy-making, but the Chatham House view is that it has in fact been part of the opening up of British government. If you want to have any influence inside the Foreign Office, or elsewhere in Whitehall for that matter, you have to be diplomatic and respect the natural inclination of officials toward confidence.

A number of points can be made in comment. Much depends on the character of the director. Mr Shonfield is punctilious in observing the official courtesies, but there is scant evidence that he is a government man. When chairman of the SSRC before coming to Chatham House he was prepared to be quite critical of the Department of Education and speak out against political interference in free academic inquiry.

However, Chatham House was founded to help the creation of an informed public opinion. There are signs that this is being done. In favour of internal discussions within small groups of experts. Partly this is an inevitable consequence of large-scale political change and the growth of the academic specialization of international relations.

There is nothing new in the debate about the dangers of intimacy with government—which supplies a small proportion of Chatham House's budget. Professor Christopher Thorne, the international historian from Sussex University, has studied the archives and found that just prior to the Second World War the Foreign Office tried to put pressure on Chatham House to suppress a publication about Czechoslovakia. The director, Professor Arnold J. Toynbee, a *Group of History* fame was pliant but forces for autonomy within were strong enough to reject the Foreign Office's interference.

None the less in comparison with, say, the NIESR which has fairly intimate connections with the Treasury, there is an impression at Chatham House of deference towards the powers that be. Although it was a Labour MP, J. R. Clynes, who helped found it and a former Labour minister, Sir Kenneth Younger, who ran it in the 1950s, there is a clinging feeling of "establishment" which is not available from the *Times* journalist who writes the corporate subscription list. Mr Shonfield is a man of power and our understanding of the important facts in foreign affairs is enriched by his insights.

Mr David Watt, the *Financial Times* journalist who writes the *Times* money, is not available from the *Times* corporate subscription list. Mr Shonfield is a man of power and our understanding of the important facts in foreign affairs is enriched by his insights.

Trade unionists do—all credit to Mr Shonfield and the present council—make part in some discussions but play little part in the affairs of its council. Private firms are well represented and pack the place, especially during the 1973-4 oil crisis, such as the oil companies, as Sir Keith Yamani came to St James's Square to talk.

Despite that, Chatham House must also be seen as fully representative of the culture and breadth of what Britain can offer in the serious study of international relations. A range of academic opinion is represented on its council and most international relations specialists in the universities have some dealings with it.

They divide into fully committed Chatham House members such as Philip Reynolds of Lancaster. Lord Bullock presides over a research committee both talented and politically veiled. There are active members such as Professor Roger Murgan, who has done much for the late Martin Wight who moved from full time research posts at Chatham House to academic posts.

For the rest, every university consumes its publications. Even those academics suspicious of the character of the director, Mr Shonfield, agree with Professor A. A. Knight of Keele that if Chatham House is not an "indispensable" part of the scene "it would be most undesirable to witness its disappearance."

To call Chatham House conservative would be seriously misleading. In relations with industry and research interests has moved in interesting new directions. The preoccupation of members of the council (and the Foreign Office)

in the 1960s with the Common Market has been together with the old of international relations of peace and power.

Among Mr Shonfield's preoccupations has been his fostering of a new range of studies of the relations between nations, the work of non- and quasi-governmental bodies such as the Centre for Co-operation and Development, which have hitherto escaped academic attention.

It has had a key part to play in the establishment of a dialogue between the academic and the public. Mr Shonfield's work is little doubt the most important of power and our understanding of the important facts in foreign affairs is enriched by his insights.

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Don's diary

Monday

During a summer vacation a campus university that encourages conferences becomes the temporary haven of a curiously unconnected and miscellaneous set of social gingers, while displays of computer hardware and religious synods both attract large numbers of heavily hirsute males. Extremely high, localized densities of pain technologists or municipal officers are normally reliable indicators of the female delegates to the conference secretaries.

Open University summer schools, however, have the greatest impact. For a start, the campus itself is gaily decked out with fresh blue and white directional signs complete with OU logo and protective plastic covers. These signs are strategically positioned beside the existing permanent signs, creating curious visual redundancies. Clumps of echoing signs at the access points to major buildings suggest a therapeutic environment for amnesiacs. Inside, every landing is equipped with a complete survival kit made up of layout plans, maps, module locations and "you are here" arrows, presumably so that any module cut off from its course unit by massive earth movements or a raging inferno can promptly find its way back to the nearest staff counsellor. Although each toilet is permanently sex-typed in discreet embossed plastic (one of your androgynous lounge but all others here are additional blue and white signs give the plumbing the OU imprimatur.

Chatham House is not a big building, but the range of foreign affairs in the States is shared by an array of institutions, from the Brookings Commission through the Council on Foreign Relations to the Washington Institute. The contrast is pointed by the fact that the Carter administration has recruited two of its best executive minds to the Washington Institute. It does not happen like this in Britain.

For the future Brookings Club, two points. As long as Chatham House can attract two such names as Professor Roger Murgan and Professor A. A. Knight to its London library, its reputation will not have succumbed to British parochialism and its relations with government will be a necessary precondition to political realities here. The sort of accommodation a Brookings would have to make it were to have any influence at all.

Even without so many labels, the OU students are not stingy to a lay observer. A summer school is a social formation that interacts within itself (and with the bar facilities) with a ferocious Durkheimian intensity. Small groups of selected policy-makers spill out from seminar rooms having isolated Israel in international diplomacy or voted the Child Poverty Action Group an annual budget of £300m. At lunch-time stand OU crocodiles hurry across the campus back to the halls of residence to continue their extended wrestling match with mind-numbing sewage roads and attention-grabbing rubbish crumbles.

Durkheim was actually thinking about wakes and funerals when he wrote that ritual had a "stimulating power over the affective state of the individual", but he could almost have been a reflective tutor at an OU summer school.

Which raises the moot question of whether Durkheim would have made the grade as an OU tutor. His publications would certainly get him through but the evidence of his doctoral thesis oral examinations about his qualities of sympathy and respect in small group settings, his rapport to have had the habit of starting was off on the wrong foot for completely misdefining the topic, and following this up with a series of dissenting and negative interventions. He could sum up the proceedings with mystifying opaqueness. I bet he was also stingy at the bar afterwards.

Clive Cook

Tuesday

The editor of an American journal informs me in a letter that in future issues he plans to publish pictures of authors and could I therefore send him a black and white glossy photograph of myself "possibly reading, teaching or lecturing etc." An idea I dismiss through the filter in a drawer proves unfruitful. None of the most recent set of photographs from Muellos Scaud contains anything in which I could be seen teaching or lecturing. Perhaps it is just conceivable that during the great heat of last summer I might absent-mindedly have slipped into a lecture routine on the beach (memorably confusing the background murmur of fellow holidaymakers for the white noise of pre-lecture gossip), but no evidence of the presumably poignant moment seems to have survived.

I then notice a snap which I have taken of the "reading" category. An uncaptioned, topless and inflated, laid out on a towel with the meshhead of a wind-blown sun clearly visible lower left. I am on the point of slipping the snap into an air mail envelope when it dawns on me that a colour print it has to be ruled out of consideration. The entire matter now hinges on the crucial but undefined "etc." It occurs to me that if I am to extend his readers' knowledge of contributors then a stuffy desk or podium pose is not the ideal means. What obviously is needed is a quintessentially "etc" picture, the type of off-duty, behind-the-scenes photo that the best photographers obtain and which constitutes an accurate and condensed pen portrait.

I can immediately think of illustrations suitable for the journal. A photo of Dr White's Renault 12 wreacked on his garden gates says very tersely that, despite brilliant scholarship, he is a social incompetent and a one man disaster area. A view of the dussblies (with bottles) beside Professor Green's home in a remote village says with the ambience of his social world. Smiling, postdoctoral Brown, side by side with his stunning Spanish au pair, could be an eloquent visual essay on the economic and social stratification of dual career academic families.

Aside from making long articles shorter or short articles longer, or sitting on small sub-committees, there is no set of tasks in academic life so thoroughly academic as setting and invigilating exams. While any fool can turn out a well-personal effort (although many an inexperienced temporary lecturer has tripped over his rubrics), the compilation of the truly memorable paper requires arcane skills and patient study of advanced reader to a lay observer. A summer school is a social formation that interacts within itself (and with the bar facilities) with a ferocious Durkheimian intensity.

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Ken Levine

The author is lecturer in sociology at the University of Nottingham.

The case for strengthening what is strong



Ralf Dahrendorf

If and when people play the country's favourite parlour game of explaining what Ambassador Jay (in a recent book on the "Failure of Social Democracy") calls "Englanditis", somebody is bound to come up with the suggestion that the educational system provides at least a contributing cause to the economic malaise. Indeed, some believe that it is because people are taught the "wrong" values in schools and universities that they turn their backs on productive occupations, and notably industry. The recent discussion paper by the Department of Industry (signed by the Secretary of State for Education) is a little more subtle, but it makes the familiar points—nevertheless: the values of higher education are such that people are discouraged from going into industry, a strong sector of technical education which is important in other countries is missing here. In so far as it exists, too few go in for it, and those who do are second best. Accordingly a slight improvement in this condition has been suggested.

Today's group hear me out with a catatonic passivity. I am going down the Titanic. A feeble plea fails to raise the slightest tremor of response. "Any questions?" I ask desperately. A long silence. Despair. A voice finally rescues me. "Do people smoke more at university?"

I do not intend to dispute the facts as they are often stated (although it does seem a bit strange to hear the Massachusetts Institute of Technology described as a "vocational" institution; and the Technische Hochschule of Germany are doing everything in their power, including a change of name—*Technische Universität*—to get away from the odium of the "vocational" label). There are many indications that good university graduates do not think of industry first; indeed some may feel they have failed to get a "proper" job if they have to apply to an industrial firm. Also, I seem to sense a slight shift of attitudes in talking to graduates, and perhaps one that corresponds to the change in the attitude of the country as a whole with respect to the creation of wealth.

This is clearly welcome, but it also illustrates a point which cannot be made too forcefully: education does not create the values of a society, but it reflects them. I learnt this in my first sociology lesson. Since then, a lot has happened. For one thing, the state is no longer so simple to be true. Educational institutions are not "value-free" entities. They are shaped by the values of the society in which they exist.

Having made these two heretic comments on a general debate, I shall conclude by accepting the view that one of the services which modern community needs is good management. Good management has to be well trained. Such training probably requires a sensible mixture of academic and practical elements. It is doubtful whether the academic elements alone stand today are good enough for the purpose.

Ken Levine

The author is lecturer in sociology at the University of Nottingham.

Aston does its best for BA annual meeting

Universities have frequently taken a fairly detached view when their turn to host the Annual Meeting of the British Association for the Advancement of Science has come round. The attitude has often been: "Welcome, here are our facilities, feel free to make use of them."

The University of Aston in Birmingham, where this year's meeting opens on Wednesday, has gone to the other extreme. At the insistence of the vice-chancellor Dr J. A. Pope, who is general treasurer of the BA, the university and its staff have committed an unprecedented amount of time and money to making sure the 139th annual meeting is the biggest and best ever.

Dr Pope organized a series of dinners for industrialists during the autumn and spring. Mr Atherton said, with the dual purpose of winning their support for the BA meeting and strengthening the university's links with local firms.

Industry's involvement in the week-long meeting will not be limited to cash donations. Companies are making arrangements for their executives to attend lectures and symposia, as well as providing some of the speakers and laying out visits to their factories and research laboratories.

In addition to the local fund, the 1977 annual meeting is the first in 146 years to benefit from large-scale sponsorship of specific projects. They include the Loyds Bank Science Forums: six 30-minute teaching programmes, consisting of a recorded discussion by a panel of experts, followed by questions from a sixth-form audience. The topics covered are communication, energy, engineering, growing old and chemistry and biology.

The annual meeting is always the year's largest scientific gathering in Britain and this year's support from Aston and industry has produced a rich programme, even by BA standards. There is not only a record number of lecturers—over 400—but a feast of culture, entertainment and scientific visits.

In the mornings there are usually 17 lectures to choose from at any one time. After lunch lecturing continues, but those who wish to get away from Birmingham are offered scientific interest in the region, and a bookshop to the National Centre of Tribology, from Worcester police museum to the West Midlands gas research station. At night the serious minded will be able to take part in a series of public discussions, including two sessions on the BA inquiry into engineering, which was published today. The rest can choose from an evening of Black Country humour, discotheques, concerts and similar diversions.

The organizers will be most disappointed if all these attractions fail to reverse the steady fall in attendance at BA meetings in recent years. Mr Atherton has a minimum target of 4,000, 50 per cent up on the previous two annual meetings at Lancaster and Surrey universities. This year's meeting will have six-formers, who have been offered camping space if they cannot afford to pay £12 a week in student accommodation.

The content of the meeting is so diverse that it is quite impossible to identify a single unifying theme. However, the lecture programme does give the emphasis on the practical applications of science, as opposed to academic research, than in recent years.

The trend towards more discussion of the social impact of science continues. Symposia on ageing, progress, cancer, aims and achievement, the effect of science and technology on the quality of life, and "coping with complexity"—not a guide to the meeting itself but a number of complex socio-technical

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What did you do in OU war daddy?

One afternoon last month a snarling dressed man, and to all appearances perfectly normal man in his thirties climbed out of a second floor window at Stirling University, made his way perilously along the parapet, leapt through another window, and snatched a handful of secret documents from the hands of an astounded middle-aged woman who was acting as a temporary civil servant.

The authorities at Stirling were not amused. They pointed out, in no uncertain terms, that they were concerned with possible damage to their property and (to a lesser degree, one felt) with possible damage to visiting Open University students.

Half a dozen OU tutors in a room overlooking the scene of the "crime" also expressed deep concern—but for different reasons. Could the incident, they wondered, be classified as admissible espionage? Or was it more in the nature of an inadmissible communito raid?

The incident occurred during the "Simulation Game", a highlight of Open University summer schools this year for students taking the introductory social science course, "Understanding Society".

The game is similar to that played increasingly by everyone from school sixth-forms to military staff training colleges—but with a few refinements added, perhaps, for the benefit of Open University students. It lasts for two days, including an extensive "debriefing" and analysis session, and it is concerned principally with communication.

Stuart Bartholomew, head of the division of complementary studies at the Derby Lonsdale College of

Higher Education, who ran the game at Stirling earlier this summer says it is also about something else—working cooperatively.

"It is a very good exercise in that you have inter-group communication and intra-group communication. It illustrates how communication is not a random process—it is very structured. And it shows how structuring devices work."

But interaction at Open University summer schools can take strange forms. At the parapet incident clearly showed. At Stirling, the representatives of the leading European powers as they were constituted earlier this century indulged in kidnapping, espionage, and not least personality changes which one must hope were of a temporary nature.

The opportunities for power stemmed from the scenario of the game, which was the brainchild of Andrew Northedge. It concerned a contest World War Balkan crisis, which was sufficiently far from people's personal experience to allow for innovation yet modern enough for present-day diplomacy to be used and for present-day nationalism to raise its far-from-pretty head.

Students were arbitrarily divided into groups, told that they represented a particular European power, and asked to take up a government post ranging from a leader of state down to civil servant.

The scene was set by a booklet containing all relevant information about the military and economic strengths of each country, and the historical events which had led up to the crisis the students had to deal with. From then on, each government was on its own. "Don't worry whether or not the moves you make are historically accurate," the tutors emphasized. "This is about making history for yourself."

It was then that the Jekyll and Hyde syndrome began to become apparent. Some refused to enter into the spirit of the game—although none refused to play it, which has been known to happen. Childish messages were exchanged between governments, and particularly between Britain's King Edward VII and the German Kaiser (or "Willy", as the King—who really looked like Edward VII—insisted upon addressing him). Some were rude ones (the tutors particularly liked one which personally demanded "Keep your hands off our Balkans"). But most of the participants began to take the game of plot and counterplot, alliance and counter-alliance, very seriously indeed.



And one began to notice what could only be described as nationalistic traits emerging. The Germans and Austro-Hungarians took on Teutonic and Prussian qualities which in some cases lasted well into the evening "happy hour". The British were chippy and about the Russians untrusting, the Serbs, anxious. The King of Italy, with remarkable historical authenticity but in the accents of George, exclaimed: "Our job is to counsel of the smallest of roses."

The Open University staff were not surprised. "Last week," said Stuart Bartholomew, "we had a Sultan of Turkey who refused to speak to anyone except from a reclining position on the table."

The game is particularly valuable for handicapped students, and the weak I played one head of state was an invalid who had to be wheeled into the lecture rooms on a stretcher.

Not everyone participates so enthusiastically, and Bob Courtney, course director, an OU staff tutor, said that not much can be done about this. "It is very difficult. You can't turn round to mature students and say: 'You haven't participated. Open your mouth.'"

"This game is power, communication, attitudes, and the interaction of personalities. It is sociology and psychology in the group and between groups—but students don't come to this. Hopefully, come September, when they are doing revision on the communication block, something like click."

For some, it clicks right away as they take on the political scientists and psychologists—take decisions through the debriefing and analyse their actions and attitudes. For some the game can even become an addiction.

Just for the record, Germany and Britain came out on top. The game I played: the Germans through an intricate system of bluffs and alliances, and the British through doing nothing and simply waiting for someone else to lurch on to the fact of their massive naval strength.

Robin Mead



Reluctant committeeman

It is now just one year since Sir Denys Wilkinson came to Sussex University as vice-chancellor. By background he is an Oxbridge man, 37 years at Cambridge, then 19 at Oxford, where he finished as head of the nuclear physics department and professor of experimental physics. How had he found the move, not only from an old-style university to a new, but to one with a distinctive image and tradition of its own?

Sussex had not meant too many surprises, he says. He had contact with it before his appointment, through physicists, and therefore had some idea of the course structure. He made a point also, after being selected, of visiting the place several times to become acquainted with it.

What had struck him, however, was the amount of time spent in committees. "I was surprised by how tremendously time-consuming Sussex organization is, particularly at all levels of the complexity of the administrative load that members of faculty have to bear. It is something which concerns me. Even if one accepts the benefits one has to weigh the costs, which seem considerable. This has been looking at this over the next two years."

But on the whole Sir Denys feels the Sussex formula works. The science side is much more like the conventional pattern of department heads. The arts side is, he claims, "more mysterious", because of the complexity of the subject structure, and he is putting in a fair amount of work, he says, trying to understand how it works.

In general Sir Denys has thrown himself into the deep-end, involving himself in all manner of committees at all levels of the university, and the isolation of the vice-chancellor's position; at Sussex there is no natural role for him to be involved closely in academic affairs, he says.

The Sussex system is very devolved; the majority of academic matters are not dealt with centrally but in the two main areas of arts and sciences and within them there is further devolution. The vice-chancellor does not have any natural penetration into the levels of the university at which day-to-day decisions are being made.

The university was very highly stratified. "One gets into the act only at the level of the planning committee, the joint executive of senate and council, which is brought in by the administrative sections. By the time they come to the committee, they have already been heavily processed in a way that precludes my having a natural voice at an earlier stage."

One idea, therefore, is for a major examination of the way academic plans are made and on the whole academic structure. The cost of involvement in all these committees has been Sir Denys' own research, which has occupied much of his time for the past 20 years. Unlike many vice-chancellors, he was in his own subject something of a youthful high flier, becoming a Fellow of the Royal Society at 33, a professor at 34.

probably right for it. The link one makes between committee departmental disciplines by being organized through such as bundles of departments or real, and the organization of how into schools is successful, and to build bridges which are good and valuable.

But conversely, he adds, there is the anxiety that by putting people into schools, one might be losing contact between subjects in different schools, and by having compartments inhibiting cross between subjects which would be the case if all were broad departments. "There is no doubt of it, but it is a risk."

Sir Denys had the last of it. In 1972 he visited schools and universities, and informal learning centres in London and New York. In all the classes group discussions were still the norm. What eventually captured his imagination was the use of non-lecture talks in humanities and informal learning centres in London and New York.

Then he might change partners and repeat the process. Next we might form a group to share conclusions, and then go on to other questions or exercises. "Students will naturally want to learn if their learning, personal growth, and social orientation are linked, and if the learning is free of apprehension. So examinations a qualitative assessment were dropped to reduce anxiety."

But to hold the group together and guarantee a degree of commitment some requirements were imposed: attendance at workshops, submission of weekly 400-word journals (as constant feedback on how things were going) and standard essays, which I and other students read and commented upon but did not grade.

The workshops operated in three main areas. First, a part of the workshops was always given over to students getting to know each other. They could develop their awareness of their own values, interests, needs, and attitudes to learning and criticism.

We would start from such questions as "Tell me something about yourself", "What are your main values?" and "What are your main hopes and expectations?" Then in long sessions I found that students maintained attention where there was a high level of interest and participation. Gradually these and other experiences were translated into a programme for learning.

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In practice, the problem is to find ways of moving beyond liberal arts studies into business and management studies, social work and human services, and perhaps even into professional studies. The colleges are able to publish details of these courses in the prospectus, then they seem to have good chances of recruiting students. Many young people like to escape from the cities, some of their parents like small campuses, and some colleges are set in very pleasant surroundings.

John Holloway discusses Henry Green's *Blindness*, republished after over 50 years. A novel with a message for teaching.

Reading a major novel—at least a serious one—may be an exhilaration, but it is always a searing and disconcerting experience as well. One is latched close and violently up against life in an almost terrifying manacled nearness of vision and sense at the same time and is forced back from it and can see its larger, longer contours in their compassionate, if probably disastrous totality. It is a little like being torn apart, a great life-endowing wrench across the psyche. For a while, ordinary consciousness is as good as nullified.

Blindness is a major novel. It has been out of print for so long that very few who read it now will have read it before. Its republication yesterday offers the rare destructive-creative experience that I have tried to suggest. Also, it is an occasion on which to reflect about our literary scene over 50 years and perhaps, as well as that, to reflect on how that scene ought to impinge on the educational one.

Green's real name was Yorke. He was an Old Etonian, son of a wealthy industrialist. His life was spent in the Midlands, he became managing director of the firm, and he kept his novel-writing for the evenings. He was not, though, a novelist like, for example, William Faulkner, the civil servant whose prose is that of a novelist. Green's later novels—*Loving* (1948) is an example—have been remote from these preoccupations in that they have been set in country houses, his owners and narrators that has recalled Ivy Compton-Burnett, though not her formalism and savagery. The young, blinded "hero" of *Blindness*

two worlds stayed apart and that is how he wanted it to be. One thinks of Wallace Stevens as a companion. The explanation may lie there of the poetry and the novel; and also, of a more or less contrary way, of its independence of the literary preoccupations of its time. Among the new novelists becoming known in the middle or late 1920s, one may recall Huxley, Graham Greene, Waugh, Isherwood—and soon after them, Orwell. It is a varied enough catalogue, but prominent throughout it is a social mode of regard, intellectual, comic-ironic, preoccupied with ideas, because, often enough simply politics. Since then, though doubtless with varied allegiances in which most of those particular novelists have no great place, one of the central conceptions governing new writing has been the idea of social or sometimes directly political involvement, of concern for the state of society and the issues of the time.

Orwell's inflated reputation is one sign of this trend, and a good deal of the fiction, and especially the drama of the 1950s and after, displays it also; while many teachers of English at university see it as what contemporary writing ought probably, or certainly, to be directed towards.

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to thinly-disguised Old Etonian whose schoolboyish diary is brought off with a finely controlled gaucherie spends most of the novel at his family house in the country, and also, of a more or less contrary way, of its independence of the literary preoccupations of its time. Among the new novelists becoming known in the middle or late 1920s, one may recall Huxley, Graham Greene, Waugh, Isherwood—and soon after them, Orwell. It is a varied enough catalogue, but prominent throughout it is a social mode of regard, intellectual, comic-ironic, preoccupied with ideas, because, often enough simply politics. Since then, though doubtless with varied allegiances in which most of those particular novelists have no great place, one of the central conceptions governing new writing has been the idea of social or sometimes directly political involvement, of concern for the state of society and the issues of the time.

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Green's celebratorily dry, terse irony is here too; a young nurse feeling how "suffering made you a great well of pity, and that of course was love", or the horsey mother's instating loaf, *Chair-boy's* "peace again as he leans over the net, doing things". And it is this social precision, rather than the sensuous precision of the more poignant and personal dimension, that in the end builds up into the book's "long waves", those deepening patterns where in the end every character, and every scene, is fully related, fully shared, fully seen, fully understood. As the light, cryptic implications of the book reflect against each other, emptiness, ceaseless egotism and a marvelous love of life become the logic of a brilliant end-game.

It is not a flawless book. Sometimes the characters become a trifle puppet-like, and their youth and their undeveloped natures is justification only at one level, not the decisive level; and sometimes the dialogue's doubleless deliberate inadequacies leave the reader unsure of his bearings. But I believe that the major offering of the major literary work is the intense and profound realignment and rearticulation of the whole consciousness we have here; not moral or social analysis, not "relevances". If that claim I admit it to be a controversial one—is right; the implications of it for teaching are major, too.

When two or three gather together to learn history

David Potts describes an experimental method of teaching history on a 'face-to-face' basis

There are many problems with traditional tutorials and seminars. The tutors are not always good at leading discussions; often they give mini-lectures, or use questions to herd the group to a set of conclusions, the process of which the individual student rarely understands.

Even with neutral training there is little time for each student to talk and direct practice in skills of thinking and communication is limited. While responsibilities on the student to be prepared and to contribute are ambiguous.

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But that is not all. None of these negotiations can be conducted confidently unless the college senate or council gives the proposals its strong support. And that means arguing out the case for the introduction of a new course where the price may be the closure of an existing course with all the inevitable personal and professional problems that that makes for members of staff. (And in America there are not so many staff who feel secure through holding tenured positions as in Britain.)

In practice, the problem is to find ways of moving beyond liberal arts studies into business and management studies, social work and human services, and perhaps even into professional studies. The colleges are able to publish details of these courses in the prospectus, then they seem to have good chances of recruiting students. Many young people like to escape from the cities, some of their parents like small campuses, and some colleges are set in very pleasant surroundings.

The American story is all too unhappily familiar to tutors who work in the new colleges and institutes of higher education in this country. On both sides of the Atlantic, colleges find it extremely difficult to fulfill the role they have been assigned.

Former teacher training institutions are caught between conflicting policies. One has moved teacher education into the general undergraduate world of higher education on an assumption that numbers would increase. The other seeks to raise the status of the course and so assumes a standstill, if not a contraction, of the entire system.

This seems to leave both British and American colleges in an uncomfortable limbo. They believe they can produce evidence to show that they provide courses which students want to follow, in places where students want to be because of the size of the institutions, their style of working, and their way of life. And yet they find it desperately difficult to be allowed to get on with the job.

John Heron on co-counselling, both describing the benefits of "talking through" in learning.

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At one time diversification seemed a natural ideal. Beyond approval from a regional advisory council and the Department of Education and Science, beyond satisfied academic validators from universities and the Council for National Academic Awards, beyond satisfactory recruitment of students, everything was going to be all right.

Perhaps it is more accurate to see diversification as a process. Most people have ideas about how to state quite a few ideas about how to prevent it going too far, and some have a sense of direction about where it is going; but no one seems at all confident that anyone anywhere knows how to steer it.

Graham Collier

The author is principal of Bishop Lonsdale College, Mickleton, Derbyshire.

The author is professor of modern English at Cambridge University.



Students at La Trobe University in Australia take four minute turns in acting as talker and listener.

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US colleges offer few lessons in diversifying

American teacher education went through diversification 10 or more years ago, and there is not much comfort in the story. The state colleges which were moved into a university continue to have a difficult time. As in Britain, student numbers are critical.

These numbers are governed by the courses available and the way potential applicants view the college. Many applicants tend to prefer quite small colleges to the enormous universities. But it is no good having a college which students want to attend if the courses they want are not available.

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BOOKS

The stubborn sounds of Stevens

Wallace Stevens: The Poems of Our Climate by Harold Bloom. Cornell University Press, £12.00 ISBN 0 8014 0340 7

"Wallace Stevens, what's he done?" The question forms the opening line of a poem by Theodore Roethke who, in the final line, answers it on behalf of the American poets of his own generation with the unequivocal assertion, "Stevens, he's our father". Harold Bloom, concerned to identify Stevens's own poetic patrimony, finds it in Emerson, "the father of us all", but adds an immediate qualification: "Though Stevens read Emerson early and fully, and remembered his Emersonianism was filtered mostly through Whitman, a pervasive and of course wholly unacknowledged influence upon all of Stevens's major poetry".

That "wholly unacknowledged" should give many readers pause. Certainly Stevens's own traditional allusions to Whitman (one in the poems, two in the letters) hardly constitute a specific acknowledgement of indebtedness, but have not the critics been acknowledging it regularly since Samuel French in 1958, instructed Stevens as a poet using language as Whitman does? Professor Bloom leaves "wholly unacknowledged" wholly undefended but the defence can be readily extrapolated from the book itself. What other critics (Joseph K. Riddel and Denis Donoghue, for example) have recognized has been rather a matter of resemblances than the "very complex account of the interpoetic relation between Whitman and Stevens" that is attempted here.

I labour the point because it is central to Bloom's argument. Readers unable or unconcerned to relate Stevens closely to an American tradition would nevertheless be immediately aware of parallels with Coleridge or echoes of Keats and Shelley. Again, resemblances, lending no further than to the first truth that Stevens is an aesthete writing poetry about writing poetry. Influences are mentioned but not established conclusively. Even if (as is certainly not the case) a friend could be quoted as having come upon Stevens with the "Ode on a Grecian Urn" in one hand as he worked on a draft of "The Poems of Our Climate", would our understanding of either Stevens or his poem be necessarily enhanced? Enhancing the reader's understanding of Stevens's poetry as a whole is Bloom's primary purpose and his concern with influences is skillfully and constructively directed to that end.

Stevens first emerged as a major poet with "Sunday Morning" in 1915 when he was 36. This late development, Bloom reminds us, is similar to that of Emerson, Robert Frost, "The Native Strain" or Emersonian tradition is not an affair of adolescent genius... It is rather the silence that came upon Stevens from 1924 to 1930 that is significant

and almost unique and that demands the surmise it scarcely has received". With some poets such surmise would have to lead into biography, but not, to any useful purpose, with this recidive insurance lawyer from Hartford, Connecticut (is there any other major poet so ideally susceptible to the strict method of what used to be called the New Criticism?), and this is where Bloom's inquiries into Stevens's literary antecedents become especially apposite.

His thesis is that the unevenness of Stevens's poetic performance between 1922 and 1924, as well as the subsequent six-year silence, dramatizes a crisis analogous to that faced by Wordsworth in 1802 and Whitman in 1860, the realization that it is not possible to sustain indefinitely the visionary capacity for response with which he has tried to confront a heightened reality. "I do not find that Wallace Stevens ever underwent an intense crisis of an intellectual variety, but his work is most certainly in the Romantic traditions—British and American—of the crisis-poem". For Bloom this is not a crisis-poem reflecting an inner crisis but one which exhibits what he calls a poetic crossing, "a process of disjunction, a leaping of the gap between one kind of figurative thinking and another".

He substantiates this with exegetical commentaries on individual poems and on the corpus as a whole, but the result is by no means a Stevens primer. Though supported by extended quotation, the argument is complex, the range of reference formidable, and the language, though never obscure, is at times involute. This is in part attributable to the complexity and density of Stevens's opus and in part to Bloom's desire to make a new contribution to the theory of lyric poetry. On this he concentrates particularly on our last two chapters, and his suggestion, in the preface, that the final chapter might usefully be read out of sequence should not be undervalued. Even so, the theory will be more readily accessible to those readers already familiar with such earlier works of his as *A Map of Misreading* and *Poetry and Repression*, as well as with Paul de Man's *Intentional Structure* and Jacques Derrida. For those of us, however, who move less easily in the idiom of the "deconstructionists" and for whom that final chapter is less elucidatory than we would wish, the book still has much to offer. The dust-jacket's assertion that "everyone who writes on Stevens in the future will have to take it into account" is more justifiable than such claims usually are.

The poems he subjects to closest analysis are well chosen, varied and representative, and his admiration for Stevens sharpens his rigorous evaluations of them. Thus "Sea Surface Full of Clouds" is for him "a very poor though popular poem" and "Owl's Clover" is "incomprehensibly Stevens's poorest performance" that "collapses into a hysteria of bad wit" impossible to reconcile with Stevens's greatest achievements. Meticulous in his

analysis are well chosen, varied and representative, and his admiration for Stevens sharpens his rigorous evaluations of them. Thus "Sea Surface Full of Clouds" is for him "a very poor though popular poem" and "Owl's Clover" is "incomprehensibly Stevens's poorest performance" that "collapses into a hysteria of bad wit" impossible to reconcile with Stevens's greatest achievements. Meticulous in his



Wallace Stevens at Harvard, 1900

response to vocabulary, he can differentiate authoritatively between "regard" and "behold" in Stevens's usage; he can illuminate a poem by asking (and answering) "What does Stevens mean by 'cave' in *The Poem as Icon*?" and pointing out that the word "lean" occurs nowhere else in Stevens. He can discuss admirably the effect that the substitution of a word or even a change in punctuation would have on a particular line.

This sensibility is allied to a knowledge of Stevens's poetry so thorough that he can gloss a reference to "lobster Bombay" with mango/Chutney confidently: "Unfortunately, lobster Bombay is devoured nowhere else in Stevens's poems, but there is a fair amount of mango consumed, and the context are worth some consideration". When that consideration leads to the identification of mango as a visionary food for Stevens, perhaps the equivalent of Coleridge's "honey-day", it carries complete conviction. An image of a child singing itself to sleep immediately suggests a group of similar images from all periods of the poet's work. When in a passage from "The Aurora of Autumn" "blankly" is seen as a key word it "reverberates

not only alongside the exuberant, the Sublime West", by Stevens's originality as to all the comparisons.

Bloom attributes this largely to the element of surprise, the surprise in the American poetry, to put it crudely, to the surprise in the power of "Power" which is "at the heart of Emersonianism". This is, of course, another dramatic flourish, but it is not surprising that Stevens's philosophy of "Poetry should perhaps, that gives Stevens's meaning beyond the explicable power of words, for want of a more accurate something akin to magic. This quality seems to elude Bloom's critical (and perhaps critical) but it is implicit.

Bloom enhances our reading of the poems but it is pointed out, poetry can be read before it is understood. This kind of commentary is as crucial as it is irritating. Bloom's discussion of "Morning", for example, is immeasurably from the rest of it as "Stevens's most important poem", his comparison of it to Coleridge's "Kubla Khan" is not only unconvincing but also quite different from the "referred earlier to the poet of seeing Stevens as a writer of poetry about writing poetry, and here Bloom may be said to be quite right. These teachers who are persuaded that this road will "derive aims and objectives from the multitude of possibilities... and... evaluate their significance and possibility of attainment using the findings of psychology and the psychology of learning within the framework of a philosophy of education." Then,

against the many "blanks" in Stevens's poetry, both before and after" and is deftly linked to Coleridge and Keats and Emerson.

It is, then, this capacity for expounding a poem simultaneously in its own terms, in the context of Stevens's work as a whole, and against the dual backgrounds of English and American poetic traditions, that gives this book its distinction. There is an equally wide familiarity with the large body of secondary material; the interpretations of other critics are cited generously and, though naturally not always endorsed, are never rejected capriciously or to score debating points. The whole approach is eminently responsible, as when a quotation from the "Ode to the West Wind" is followed by the comment "Nothing could be more unlike Stevens in tone, burden, and spirit, and yet no poem hains his poetry more than will return in Shelley's poem often again, in discussing... major Stevens". Despite the incoherence of his literary ancestry, and although Bloom fears that juxtaposing a passage from "The Man with the Blue Guitar" with one from "Song of Myself" "rather diminishes Stevens, who seems skinny if

Since the imperfect is so... Lies in flawed words and... If "flawed words" become... conflicting Yeats and Eliot, the... of what is difficult... in watching words and meanings... born sounds", recalling... other title, "The Noble... of the Sound of Words", very... semantics is not all and all... are involved too.

Dennis Webb

Carnival literature in a colonial land

Modern Latin American Narratives: Dreams of Reason by Alfred J. MacAdams. University of Chicago Press, £8.25 ISBN 0 226 49993 6

No one could accuse Mr MacAdams of misleading his reader. He is concerned not with the much-vaunted modern novel of Latin America but with its narratives. In fact he defines the novel only in order to deny that it exists at all in that sub-continent. And he intimates that it does not exist there because Latin America is a colonial society, dependent on metropolitan centres as one of the "spectators" of the modern world.

This argument of his is put with deliberate obliqueness, but persistently and with notable care and erudition. His ability to situate Latin-American within Western literature as a whole cannot fail to impress. His references to such

figures as Heractius, St Augustine, Prudentius, Hildegarde and T. S. Eliot alert us to the complex and complicated "context" of the chosen narratives, while allusions to Petronius, Swift, Aelian and others enforce his suggestion that they are essentially satirical in nature. And contrasts with works by novelists proper (Faulkner, Zola, and several others) serve neatly to show what his Latin-American narratives are not. With the exception of two chapters (on Cortázar and Cabrera Infante, which he has better analysed elsewhere), MacAdams's study, or essay as he calls it, has a sharp edge. Into what his himself implies is a welter of overthinking commentary on Latin American literature, it brings a well-earned rigour, a striking independence of mind.

The narratives he chooses to focus on are few in number and often briefly treated, though they

do come from a wide range of writers (Machado de Assis, Guimarães Rosa, Bloy, Cortázar, Puig, Sarduy, Cabrera Infante, Lessana Lima, Ruiz, Onetti, Donoso and García Márquez). Together with constant terms of reference, these narratives are made to constitute a kind of Great Tradition, without too much difficulty, since in one way or another all of them exemplify precisely the problems which most engage him as a critic. These include the balance between comedy and metaphor in prose, beginnings and endings, the Blusian of individual identity (especially the writer's own), and the paradoxical power of the satirist, or deceiver who otherwise passes as "reality". An inherently satirical, the Latin American narrative is thus presented as a "carnival literature", a world-turned-upside-down, where, combining the Western literary

traditions with the cultural contradictions of Latin America". Looking at Latin-American narratives in this perspective is certainly astonishing, as no doubt it is meant to be. At the same time, the coherence of the study overall is achieved only at the expense of ignoring that some of his chosen writers at least pretended to be novelists, and by the quite provocative exclusion of major figures who can hardly be considered anything but that: Asturias, Carpentier and Vargas Llosa, for example. The narrowness of MacAdams's purview enhances his insight. Yet finally cannot but raise the question of his critical ethic.

There is a fine line in critical appreciation between identifying a culture as "colonial" and condemning it irremediably to that status. Part of MacAdams's dexterity is that he prevents us from drawing it, defining himself only as a radical,

and then only by... even so, he could... more than the... wish" he despises... queza, Kullio and other... as such, positive... means even within... only colonial story... recent novels not... MacAdams and García Márquez... *Manual del patriarca*... Tradition" in Latin... which are novels with... and which problems of... formal values closely... quite specific, historical... and they do not... announce despair.

Gordon Miller

BOOKS

Training for teaching

Assessment in Higher Education by John Heywood. Wiley, £10.00 ISBN 0 471 99404 9

One of the functions of educational research is to make explicit features of the educative process which might otherwise remain implicit and relatively safe from criticism. The wise researcher is one who chooses to make explicit features which are likely to contribute to theories which inform practice and increase the probability that the process can be made more effective.

Such an undertaking inevitably involves risk for the researcher. The theoretical speculations which determine which features he decides to define and observe are usually like skeletons when compared with the fleshy mystique of accepted but unquestioned practice. This is particularly true when the researcher is committed to empirical methods of verification. Professor Heywood must be commended at least for his courage in writing a book which challenges some of the widely held and sometimes cherished assumptions surrounding the functions of teaching and examining in higher education.

According to the author, this book is based on the contention that "if examinations and assessment procedures are to be improved they must become an integral part of the teaching activity and as such provide an evaluation for both teacher and student". The path towards this goal which Heywood has mapped for us is the engineered highway of educational technology. Those teachers who are persuaded that this road will "derive aims and objectives from the multitude

of possibilities... and... evaluate their significance and possibility of attainment using the findings of psychology and the psychology of learning within the framework of a philosophy of education." Then, the individual's competence in any job and any relationship. They are sought by employers and needed by the individual for his own satisfaction.

The authors provide a rich perspective on the rationale for student services, ways of involvement on the part of academic staff and consultation between them, the shaping of the academic milieu, the organization and integration of programmes of teaching and counselling and ways of evaluating their effectiveness.

The proposed student development approach lies between two extreme theories—the one hand, that the individual develops best when unrestricted and, on the other, where the individual can become responsible only by conforming to what is expected of him. The one favoured is where all parts of the academic community have a stake in promoting self-directed responsible behaviour, through collaboration between the parts. Status and position are seen as less important than competence. Encountering is preferable to control and individual differences are held sacred.

It is a fact that some young people slip into higher education, do not have goals and lack motivation. "If you don't know where you are going how do you know when you have arrived?" This adage is used to suggest that we all have a role in leading young people to experiences that will help them to identify their own goals, for when they have learnt to do this instead of drifting to others, they will have taken a large step in defining their own personal and career growth.

The authors believe that educators have a responsibility to improve the milieu—meaning the physical environment, the curriculum and the human community itself. There can be little to disagree with in this if we see among our own

attainment. Grounds for supposing that some university teachers, no longer subservient to these views, are advanced by Heywood. Many innovative practices in both teaching and examining are reported. Unfortunately the style of presentation seems designed to persuade rather than encourage a critical examination of such innovative practices.

Will this book achieve what I assume is its purpose, to convince teachers uncommitted to this kind of practice to do so? I believe, in many aspects will, I believe, alienate the readership. First is the "avalanche" technique used in dealing with published work in this field. Researchers which most excite and many which fall into Campbell and Stanley's category of "one-shot case studies" and others which would fall to meet even this standard are collected in an undiscriminating conglomerate.

The second is the failure to recognize the limitations of this "objectives" approach. I find it easy to recognize the merits of task analysis in engineering, as a means of deriving some curriculum objectives in this field, and to acknowledge the broadening of horizons facilitated by the "multiple objectives" model to many disciplines. But the application of this model to the teaching of education, to the elements of liberal education, strains credulity beyond reasonable limits. No doubt attempts to describe the outcomes of learning in behavioural terms help teachers and much needed strategies more effectively to develop rational schemes for examining their students' attainments. No doubt taxonomies of objectives can facilitate the synthesis and analysis of lessons and tests. However, a list of ingredients is not sufficient in order to achieve a balanced view of the relationship between learning and examining processes, due regard must be paid to those organizing principles of mind which render experience intelligible.

The strength of this book lies in its plea to teachers to adopt an explicit approach to teaching. Its weakness is its style of advocacy.

J. A. Eggleston

Self-development and the student

The Future of Student Affairs by Theodore K. Miller and Judith Price. Prentice-Hall, £8.15 ISBN 0 87580 298 1

The central point of this book remains the Carnegie Commission's findings in 1972, that some 55,000 of 100 students indicated that college needed to pay more attention to the emotional growth of students and to limit their concern to the actual aspects of higher education.

The authors believe that higher education serves in assuming personal development will take place of itself. The Carnegie Commission's findings cut across the occasional argument that universities and colleges should not "interfere in a paternalistic way" with students' personal development, that they should not "change" a system that needs more conservative views that there is no need for student services because a student who gets to university by definition and therefore can have no problems. Both fallacies die hard.

This book takes a positive line in the possible shape of student trends in student services which are reinforcing and complementary to the goals of the student and the goals of higher education. The importance of the general and professional education of the role of a sense of vocation in the young person's development is recognized. Competence is not only in an accumulation of professional skills but also in the development of values like independence, openness to new ideas, adaptability, ability to set goals, self-direction, self-motivation and responsibility to different situations. These values are critical to

Gordon Miller

News on news people

The News People: A Sociological Portrait of American Journalists and their Work by John W. C. Johnstone, Edward J. Slawski and William W. Bowman. University of Illinois Press, £7.50 ISBN 0 252 00310 1

Literally thousands of books have been written about American journalists and journalism. This flood has been further swelled recently by Watergate, the appointment of a large alternative press, a boom in journalistic reviews and the presence of some 70,000 journalism and/or communications majors on American campuses.

But Johnstone and his colleagues have completed the first national sample survey to map the occupation. Thirteen hundred American journalists were selected and interviewed by National Opinion Research Centre in 1971. The resulting book, which contains some 70 tables and charts, has the common survey-report weakness of analysing the data rather than the subject to which these data supposedly refer. None of the authors reveals much previously known about journalism, and apart from an excellent introduction the book is short on qualitative insights.

This is nevertheless a significant study because it has the great virtue of providing strong new data in an important and much tilted field. On the authors' definition there were 70,000 American journalists in 1971—the majority working for newspapers; 1,700 daily newspapers; television employed only 10 per cent and the news agencies 5 per cent. There is a steep prestige hierarchy with nine of the ten news media most widely read in the United States on the east coast (five newspapers, two news agencies, two news magazines and CBS news); the west coast exception is the *Los Angeles Times*. The prestigious are the weekly newspapers and the local radio stations (most in each category having smaller audiences than their British equivalents).

Much evidence is presented on education and careers. Fifty-eight

per cent of all American journalists were graduates and 86 per cent had at least "some college". The 25-34 age group had only 9 per cent with "no college"; this compares with the similar age group in Britain of whom about 70 per cent have "no college".

Of American universities educated journalists, a third had majored in journalism. In recent years the proportion of journalism majors has slightly declined, and there has been an increase in "other communications fields"; and in political science departments. Radio journalists are the most enthusiastic about journalism education.

Some of the findings of the research show that about one-third of all American journalists are specialists on specific "newsbeats", although we are not told how many of these are sports specialists or watchdogs on the home front such as real estate news, Radio and TV journalists are a median 31 years, against 38 for print journalists. Radio journalists move into TV and TV journalists into wire services and news magazines.

The elite news media of the north west do not employ Democrats especially in the senior jobs, while out in the sticks Republicans are much more prevalent. Journalists collectively are only a little to the left of their employing news organizations. Only 21 per cent of American journalists belong to the Newspaper Guild and 5 per cent to its radio/TV equivalent (ATRA), making only 26 per cent who are trade unionists. Professional-type membership is low. In 1971 some 6,000 people worked full-time (if not full paid) on alternative papers and radio news. Journalists in the alternative media, however, had similar middle-class and at least some college backgrounds as those of the established press.

This national sample survey achieved a successful response rate of 85 per cent. A similar interpretation of the people's right to know was not so strongly favoured by a national sample of British journalists approached by the Royal Commission on the Press; the response rate from the British news people was too low for reliable analysis.

Jeremy Tunstall

Urban study

Central Place Theory: A Reinterpretation by K. S. O. Bevan. Longman, £3.25 ISBN 0 582 48683 1

Central place theory and related studies in urban geography have always presented something of a minefield. The hazards result from difficulties in interpretation of original works by Lösch and Christaller and the ready acceptance of secondhand expositions, often oversimplified and sometimes wrong. This book takes us back to square one and presents a scholarly and well documented account of the original sources, pointing out errors and omissions.

In general this is very successful but there are two dangers which this approach presents and to which the author falls victim in a small way. Although there is a sense in which theoretical works on any subject cannot be pedantic by definition, it is surely wrong of the author to insist for example that Christaller did not assume an isotropic plain, merely a uniform transport surface, when considering the distribution of service centres and their trade areas. It is clear that Christaller was aware of the effects of relaxing the assumptions of isotropy. His text explicitly states that the area over which the distribution of service centres could be surveyed would be altered by changes in population distribution and density but, even after several readings of the relevant chapter in this book, I remain convinced that the regular geometry of Christaller's central place model can only be made to work with complete isotropic assumptions. It

is perhaps unfortunate that the author omits the one clear case where Christaller did relax the assumptions of the uniform transport surface and modified the geometry of his model accordingly. The second temptation is to assume rather too much knowledge on the part of the reader. I would, for example, have liked a much more explicit explanation of how later works, particularly by Berry, were central place theory is derived as an economic model based on perfect competition with minimal market areas, related to Christaller's less economically rigorous work and yet reached the same end state. Despite these shortcomings this is a very useful book. The works of Christaller and Lösch are brought together, the latter receiving a much fuller treatment than the cursory one or two pages usually reserved for him in urban geography textbooks, and both are developed to form a new model of the intra-urban distribution of tertiary activity.

The readership is difficult to assess. Although central place theory has practical applications this book does not try to be either a textbook for an academic audience. In spite of Bunge's assurance in 1953 that central place theory was "geography's finest intellectual product", there can be little doubt that most undergraduates do it as regularly as does the author by having courses every year for four years. Developed as fully as it is in this book it will remain a minority interest but an important one for that minority. The author has done a considerable service in more elementary levels students and teachers will have to pick and choose within the book and the author provides some guidance for this in his preface.

J. R. Tarrant

Universities continued

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Further particulars and application forms which must be returned by September 12th, may be obtained by telephoning Whiteabbey (0231) 65131 ext. 2243, or by writing to The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Shore Road, Newtownabbey, Co. Antrim BT37 0QB

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General Vacancies

Director THE TEACHING COMPANY SCHEME

THE SCIENCE RESEARCH COUNCIL, acting also on behalf of the Department of Industry is seeking a Director for the Teaching Company Scheme

This is a new scheme aimed at attracting high quality young graduates into manufacturing industry, improving manufacturing methods, and developing greater co-operation and understanding between industry and institutions of higher education

The role of the Director is to drive forward the entire scheme by planning its development, stimulating suitable proposals, and monitoring the progress of approved programmes

The requirement is a record of successful technological and managerial innovation in manufacturing industry. Candidates must be able to work easily with senior managers and academics and to communicate effectively at all levels

Salary for a 3 year appointment in the first instance - negotiable, but not less than £12,000 a year. Other conditions are for discussion. Write in complete confidence, by September 16, 1977 to Dr. R. F. Tuckett as adviser to the Council

TYZACK & PARTNERS LTD 10 HALLAM STREET and LONDON WIN 6DJ 12 CHARLOTTE SQUARE and EDINBURGH RH1 4DN

LONDON, W.1

Private college requires highly qualified teachers to give part-time courses in HISTORY/LITERATURE/SHAKESPEARE; September to December, 1977. Write Box No 0663 TIMES, The Times WC1X 1ZZ.

RUGBY HIGH SCHOOL requires in January 1978 a teacher of MATHEMATICS at all levels (GCSE to A level) on a part-time basis. The successful candidate will be responsible for the teaching of Mathematics in the school and will also be responsible for the supervision of the school's Rugby team. Salary will be £2,400 per annum plus 10% inducement. Applications should be sent to the Headmaster, Rugby School, Rugby.

Classified Advertisements to advertise in the TIMES please John Laubrock 01-837 1234 THE TIMES Higher Education Supplement, New Printing House Square, P.O. Box 7, Gray's Inn Road, London WC1X 8EZ.

Overseas

OVERSEAS TEACHING POSTS

LECTURER IN LINGUISTICS AND TEFL (Burma) Institute of Education, Rangoon Degree, postgraduate qualification in Linguistics/Applied Linguistics or postgraduate diploma in TEFL/ESL and previous overseas experience. Salary: £5,210-£7,054 plus 10% inducement allowance. Benefits: Personal and children's allowances; free accommodation; two-year contract. 76 HE 5-6

ELT ADVISER (Cameroon) South West Provincial Delegation for Education, Buea. To advise on English Language Teaching/Primary Education/Teacher Training levels. Degree, teaching qualification and M.A. in Applied Linguistics (or one-year University diploma in TEFL/ESL); at least four years' relevant experience preferably overseas and in-teaching training; good French. Salary: £4,589-£5,818 p.a. + 10% inducement. Benefits: Personal and children's allowances; free furnished accommodation. 77 HE 9

INSPECTORS OF ENGLISH-PRIMARY (Cameroon) Educational Delegations for the east and north provinces: Bertoua and Garoua. Two members of a team concerned with the introduction of English in Francophone Primary Schools. To inspect classes, advise teachers, organise in-service courses. Degree (preferably in English or Modern Languages), one-year University diploma in TEFL, relevant experience. Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience; quoting relevant references number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

Further information and application forms may be obtained from the Principal, Dunfermline College of Physical Education, Cranmore Road North, Dunfermline EH4 6JD, to whom completed applications should be returned by 9th September, 1977.

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Overseas continued

The New South Wales Institute of Technology SYDNEY, AUSTRALIA

The New South Wales Institute of Technology is a corporate institution established to provide a wide range of practical courses for those entering or already employed in industry, government and technological fields.

Faculty of Business Studies

The Faculty of Business Studies currently offers a Bachelor of Business degree with concentrations in accounting, marketing, operations management and public administration. In addition, in 1977 the Graduate Diploma in Accounting and the Graduate Diploma in Personnel Management/Industrial Relations were introduced and it is anticipated that expansion of graduate courses will proceed in the near future.

The position of Head of School carries with it the responsibility for the academic leadership of the staff of the School and day-to-day operation of the instruction and research work. As Heads of School the appointees will be, ex-officio, members of the Academic Board and the Faculty Board and may be called upon, in the future, to assume the duties of the Dean of the Faculty.

HEAD, SCHOOL OF FINANCE & ECONOMICS The School anticipates offering an area of concentration within the Bachelor of Business degree in Economics. Further, a Graduate Diploma in Finance is being planned for introduction in the near future. The School will further be offering Finance and Economic subjects in other Graduate courses that are being offered within the Faculty of Business Studies.

HEAD, SCHOOL OF MARKETING The School offers a field of concentration in Marketing within the Degree of Bachelor of Business and offers Marketing subjects to all students taking this degree. It will offer a range of Marketing subjects in other Graduate courses that are being developed in the Faculty of Business Studies.

The appointee should possess a doctorate (or equivalent) and should have professional experience at an appropriate level in higher education in the Business Studies field. This experience will have been obtained by lecturing and/or administering a Faculty of Business Studies at a recognised University or Polytechnic.

It is desirable that the Head of the School will have had substantial business experience. Alternatively the appointee may have acted as a consultant to business or to government. The Council of the Institute permits academic staff to undertake limited professional consulting for industry and commerce. Opportunities for research work are available. Academic salaries are under review but are currently \$42,824 or approximately \$5,177 per annum.

The position of Head of the School carries tenure and provides for superannuation, long service leave and a Housing Allowance. Costs and contribution towards removal and initial accommodation expenses are provided for overseas appointees. A Study Leave Scheme is also available. Applications close October 4, 1977. Applicants should arrange for three confidential referees' reports to arrive by the same date. Written applications should include address, phone number, personal particulars, documentary evidence of qualifications, work and teaching experience, affiliations, publications, research work undertaken and the names and addresses of the referees contacted. Applications and referees' report are to be sent to:-

The Agent-General for New South Wales, N.S.W. Government Offices, London, WC2N 2 Z ENGLAND

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